



Prospective freshmen being shown Kresge auditorium as part of an MIT tour.

Photo by Richard Reihl

## Graduate funding up with enrollment

By Ralph Nauman

Graduate student funding resources will not be seriously strained despite the 7 percent increase in applications to the MIT graduate school.

According to Dr. Irwin Sizer, Dean of the Graduate School and Professor of Biochemistry, the graduate enrollment will only increase by about 2 percent, and "support is going up modestly" to compensate.

Sizer explained that graduate student funding is "almost all externally supported." He described the funding resources:

— Research assistantships, which are paid from the Institute's solicited research money, a fund of about \$100 million. There are 1000 of these, providing funding for one-third of

the graduate students. In view of increased nationwide research interest, "we expect they're (the departments) going to be more successful this year at getting research money," said Sizer, "and the number of RA's will modestly increase."

— Teaching assistantships (500), which are budgeted by department. The choice in a department, said Sizer, "may be between three TA's or an assistant professor," and the department chooses. Although the Institute finances TA's, "you can't say a TA is gratuitous," said Sizer, adding, "They're the ones who really work blood and bone."

— National Science Foundation Fellowships, which consist of 500 federally financed graduate student stipends. MIT usually gets around 15 percent of the fellowship recipients nationwide.

— The newly reinstalled National Institute of Health traineeships, which channel federal money into "living stipend plus tuition" grants to graduate students in all branches of medicine, biology, biomedical engineering, etc.

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## '77 class list due; 345 females admitted

By Charlie Shooshan

The Admissions Office has announced that 1670 high school students have been admitted to the Class of 1978, due to start at MIT this fall.

Lists of the admitted students, in zip-code order, will be published Thursday afternoon, and will be available in Room 3-108 at 1:30pm for students who wish to contact prospective freshmen in their home area.

Communication between current MIT students and prospective freshmen is one way of helping admittees decide whether or not to come to MIT. According to Sandy Cohen, Assistant Director of Admissions, "Current student contacts have been most effective." In fact, Cohen said that one of the main reasons the list of admis-

sions is published at this time is to allow MIT students to consult the list before going home for Spring Vacation.

Cohen also noted that each living group may send a representative to sign for a copy of the admittee list. Since letters of admission go out Wednesday, students should refrain from making contact until Saturday.

With a class size of 1000 as the goal, 1670 students (42% of those applying) were admitted, 345 female. The ratios of admitted to applied for male and female are within one percent of one another.

"We are concerned about minority admissions," Cohen noted, stating that it was distressing that only 2 American Indians applied this year. Sixteen Mexican-Americans (1 fe-

male), eight Puerto Ricans (4 female), one American Indian (male), and seventy Blacks (29 female) were admitted.

"The US Department of Housing, Education, and Welfare (HEW)," Cohen stated, "is encouraging minority admissions, yet the Massachusetts Commis-

sion Against Discrimination (MCAD) has said that information concerning race, color, or religion should not appear on the applications."

She continued, "Therefore, the admissions office does not ask any direct questions to this end."

## Rathbone on writing at MIT

By Margaret Brandeau

Development of communications skills is an important part of education. Often scientists and engineers find themselves lacking in this area when they get out in the business world. MIT has been trying to do something to remedy this.

Through the elective Scientific and Engineering Writing (21.10), Professor Robert Rathbone tries to help students with writing problems they may encounter, such as the writing of theses, term papers, journal articles, and technical reports.

"I don't think that students at MIT get as much help in writing as they could," Rathbone commented. When freshman composition was done away with in 1949 it was thought that the new core subjects would teach writing. Although students

do write in these courses, Rathbone feels that "somehow the teaching of writing was lost along the way."

"I do what I can," he added, "I offer an elective and help on as many fronts as possible."

Rathbone noted that as engineers progress further in their work, they realize the need for writing skills. "Very few undergraduate students seek out a course in technical writing, graduate students ask for such a course, and engineers beg for one," he said.

For 21.10 his students do a short piece of writing; they then discuss them in class.

One assignment his students had was to explain how a simple electromagnetic device works, to someone who had never seen it. One student wrote on how to use a telephone. "This sounds like a very simple, childish thing

to do, but it gives students the basis of organizing their thoughts properly," Rathbone noted.

Another assignment was to edit an actual manuscript written by a physicist at Arthur D. Little Co. Rathbone feels that editing gives students an appreciation of the problems involved in processing and communication. "It's important to understand how people read things, as well as how they write them," he said.

Students in the course practice writing to different audiences. They also do oral reports, for Rathbone feels that students generally do not have enough chance to do oral reporting.

At the end of the semester, students are required to do a

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## Senturia urges students to 'put aside rancor'

By Norman D. Sandler

Associate Professor Steve Senturia has sent a letter to all residents of McCormick Hall, urging residents to put aside "personal rancor" caused last week when it was disclosed that Dean for Student Affairs Carola Eisenberg had been asked to remove him as McCormick housemaster (see *The Tech*, March 12, 1974.)

Senturia said an effort is now underway to heal "rifts that occurred" in the house after it was learned that written complaints against Senturia had been turned over to the Dean's office for action.

In the letter, [see page 4] Senturia said he and his wife Alice, have discussed the complaints brought against him with the McCormick Judicial Committee "in an open and frank way."

He told *The Tech* that during the meetings with the judicial committee members, "we talked over what was bugging all of us," although he would not say whether the discussions will have any bearing on the decision facing Eisenberg.

Eisenberg said Monday the Dean's office is playing a mediating role in the discussions underway at McCormick, but added she is still looking into the

charges brought against Senturia by the judicial committee.

The judicial committee transmitted written complaints against Senturia to Eisenberg's office, and first began talks on his removal as housemaster. However, in the letter the electrical engineering professor had praise for the way in which the matter was handled by the committee.

Senturia advised McCormick residents who were angry with the committee's actions to "temper your anger with respect for their courage in having pursued what has been to them a tense and difficult path." The Senturias added that they believed the judicial committee was acting not out of "malicious intent," but "with a conviction that they were serving best the long term interests of the dorm."

The letter strongly hinted that the question of Senturia's tenure as housemaster would not be brought up before a larger forum of McCormick residents for discussion. When asked about future discussions, Senturia would not elaborate on comments made in the letter.

However, according to Eisenberg, a number of McCormick residents have been in to see her about the matter.



Norman Sandler prepares copy for the first MITV broadcast. See story, page 2. Photo by Tom Klimowicz

# Engineers need writing skills

(Continued from page 1)

major writing project on some subject which they have selected. Many write on a specialized topic from their field. One student wrote in detail on the art of fencing. Another student conducted a survey of what companies require of their engineers in terms of writing. The project can be in the form of a journal article, a documentary

film, TV script, or a newspaper science article.

Rathbone then holds conferences with individual students, discussing their projects. "I think," he said, "that face-to-face instruction is as helpful as any other kind, perhaps even more helpful in some cases."

The students in the course come from all departments, although there are not as many

from science courses as from engineering courses. Undergraduates, graduate students, and frequently special students from industry take the course.

Rathbone is also involved in the cooperative teaching of writing in technical courses. The instructor of the course has students read an article and write on it. He grades the papers on their technical content, then Rathbone grades them on the writing.

A consultant for people who are writing theses, Rathbone reviews reports of all mechanical engineering majors who are writing their bachelor's theses. "The idea is to give as much instruction, as much help as possible to people who are involved in writing."

Through his various teaching programs, Rathbone reaches perhaps 550 students each year. "This is by no means a big splash," Rathbone said. He has suggested that there be a required course in technical writing, but says that the idea has not gone over well.



Paul Schindler, MITV news reader.

Photo by Tom Klimowicz

## First MITV news taped; Monitors put in bldg 7

By Dave Danford

"Do you know how to hang a light?" "Don't tell me the *mike* just clanked on the floor!" "This ought to be exciting at any rate. I don't know what I'm doing!"

Such was the scene last Thursday evening as a group of about twenty students applied their interest, creativity, and expertise to the first taping of MITV news.

MITV staffer, Mike Thomas '74 said that the weekly videotaped news shows were to feature news of interest to the MIT community. Friday's program included such diverse items as interviews with Ken Browning on coed housing, and James Killian about his experiences as Presidential Science Advisor.

MITV also had film coverage of Daniel Ellsberg's recent speech at MIT, and a special filmed report on streaking at Harvard. A sports report featured the MIT fencing team in action (both true-to-life and slow motion).

Although MITV made its debut on only one monitor in the building seven lobby, Thomas indicated that long range plans call for running cable all over campus to various viewing points. "At one time we planned to put on shows twice a week, but that probably won't happen for a long time," he said.

Last weeks show marked the culmination of planning which dates back almost a year. "The first inklings of MITV," said Craig Reynolds '75, Production Supervisor of MITV, "were toward the end of second semester last Spring. The idea sort of germinated over the summer."

According to Thomas, MITV is an educational experience. "We try to keep it unstructured," he said, "so everyone has a chance to do what they want to. We won't have it down to routine for a long time."

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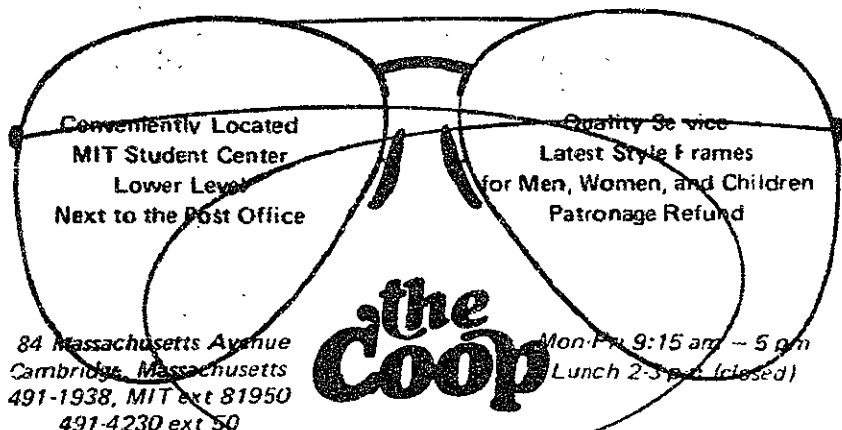
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Professor Richard Leacock

Photos by Dave Green

## Leacock discusses films

By Barb Moore

"Film making is not nearly as difficult as writing an opera," and, according to Ricky Leacock, Professor of Architecture, that may be one reason that his film making course enjoys such popularity.

Leacock teaches his film classes in building E-21, which, if you can find it, is the film section of the Architecture Department. "We're sort of isolated here, but there is a move to change that," Leacock commented. "We'd like to convert this whole area into an arts area," he continued, "along the lines of Harvard Square."

Before he came to MIT, Leacock had a film company with D.A. Pennebaker, and made several commercial films. They "got into a lot of trouble because we were taken over by a business type," and soon after leaving the company Leacock came to MIT. While with Pennebaker, the company made such films as "Monterey Pops," which served as a model for many of

the rock music films to follow. Looking back at it now, Leacock remembers that the theme song of that movie, "something about San Francisco and flowers in your hair was about on a par with 'White Christmas.'" That was the time of the flower movement, and although he was more interested in documentary films, Leacock considers "Monterey Pops" successful.

How did Leacock get from the flower movement to MIT? "Wiesner asked me what MIT could contribute to the art of film making, and I thought that was an excellent way to ask." So about four and a half years ago, Leacock joined the then six month old film section, which was begun by Edward Pincus, Associate Professor of Architecture.

Leacock was soon part of a research team, studying the possibility of developing inexpensive equipment to shoot sound synchronized film. At that time, an eight millimeter sound synch camera cost around \$15,000,

and Leacock hoped to reduce that price to around \$1000. "We hoped to develop a whole system for \$4000-camera, editing equipment, recorder, everything, but it ran closer to \$8000." Still, there is a camera which is now mass produced for \$1500, and it is light and inexpensive enough that it can be used for more imaginative purposes.

One student of Leacock's took a camera on board a Texaco oil tanker, and did some filming for the Sierra Club. "You could never take one of those hideously expensive models for something like that," Leacock added, "It would be thrown overboard or something."

Now, Leacock's attention has turned toward the practical use of the "super 8." Four of the systems have been sold to educational TV stations, who use them "to do what they would do anyway cheaper." Some of his students' works have been aired, and although "it has usually been at 2:00am," the stations have been generally cooperative.

Leacock is interested in finding people who want to use film in relation to their outside knowledge, "rather than training an army of technicians." At MIT, Leacock has been successful in this goal. Here he actually has people involved in the technical end who are making films themselves.

"Actually, I'm sort of sick of super 8," Leacock commented. "Your name gets associated with a particular thing, and there is a tendency to get stuck in it. Someone calls you in the middle of the night - it doesn't work."

After super 8, Leacock isn't sure what he will do. He is sure that it will be "something much

(Please turn to page 6)

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# In Case of Insomnia — Communication: a vital skill in any career

By Storm Kauffman

If you look through this issue, and at this column, you will probably come to my conclusion that we are beating this subject to death. As I've never been one to miss an opportunity to beat a subject to death, I'll accept this chance to consider a somewhat auxiliary idea.

First, while I applaud the proposal to eliminate the overly bureaucratic humanity requirements, I do agree with the contention that the "humanistic" fields are of great importance. However, I narrow that even farther to what I would term "communications skills."

Working on a newspaper (as an editor yet), I have to spew out a good deal of copy per week. In other words, a substantial demand is placed on my meager writing skills. But, because of this need to produce much verbiage, I have become very much aware of the importance of developing writing techniques.

Unfortunately, it is in this area of developing people's ability to communicate that the Institute seems to fail. Part of the difficulty lies in convincing most of the students that writing will play a vital role in their careers, be they in science or engineering or humanities.

In fact, one of the "recruiting" gimmicks that *The Tech* has stressed in the past is this growing interest of big business in people with proven communications skills. Honestly, this has become increasingly important for those in technical fields because of the necessity of letting others in your own field and in other areas know what has been accomplished. A garbled technical report is worse than none at all.

Believe it or not; not everyone who comes to MIT can write (haven't I proved that?). I have heard numerous complaints from professors and students who have to deal with written material. They state that they receive reports (and even preliminary theses) with abominable grammar, amazingly imaginative spelling, lack of organization, and most of the other things that your high school English instructor used to yell about.

Some professors have made an attempt to work with students on their writing problems. The Humanities Department has several writing courses — one in technical writing, several in fiction and prose, and a freshman option that stresses writing (most other courses, while requiring written work, do not offer any sort of critical advice on style).

Mechanical Engineering has tried to integrate writing instruction with a lab course by critically evaluating students' reports and recommended in the past that those who took another lab take a writing course in Humanities. Over IAP a Nuclear Engineering group worked to prepare a style book to be used by students working on theses in the field.

Clearly, the faculty are interested, but the enrollment in these classes is usually not large. Students must realize that the key to success in their career is becoming increasingly dependent on their ability to communicate their bright ideas to their colleagues and bosses. In our hierarchical society the prime method of conveying these ideas is by the written word, and tomorrow's scientists and engineers will have to learn to communicate clearly and concisely by this method.

It doesn't mean that you have to join a newspaper (but you might consider it), but you should think about what good is doing an experiment or developing a theory if you aren't capable of communicating the results to outsiders.

# Through the Looking Glass: Humanities: let them eat cake...

By Mike McNamee  
News Editor

Tomorrow afternoon, if all goes as planned, the faculty will vote on the future of the Institute requirement in Humanities, Social Sciences, and the Arts. This vote, the end product of a long process of study, revision, writing and rewriting, will set the broad outlines of humanities education at MIT, if not for ever, than at least a long time.

Whether or not the number of people present will be sufficient to really settle an issue as important as this (although the faculty has probably settled more important issues with fewer members than will be present tomorrow), the process that was started by Dean of the School of Humanities and Social Sciences Harold Hanham when he came to MIT last June will be finished, and a new requirement will take effect next September.

There is no quick and easy way to sum up the proposal in a few words (for proof of that, see the reams of material that *The Tech* has already printed trying to explain it). The latest document, the proposal that will be presented to the faculty tomorrow, is essentially the same as the proposal presented at the February meeting, with changes being made to the Preamble of the requirement to set forth more specifically the aims and objectives of the requirement.

Since the faculty tends to respect the hard work that goes into the drafting of proposals that come before it, it can be assumed that the substance of the requirement will not be modified too much at the meeting. But the amendments and changes that might be made could have a profound effect on the directions that the new requirement takes when it is implemented.

The most basic controversy that has surfaced in the revision of the old requirement has been between the humanists in the school, especially in the literature and history sections, and the social scientists. The humanists have maintained that the present distribution requirement does not stress such desirable educational goals as the study of values, the importance of interaction in small classes, and the importance of writing. Several times during the writing of the requirement, the faculty of literature and history have proposed that specific language be written into the proposal establishing the primacy of the humanistic fields, especially in the distribution subjects (which are presently freshman and sophomore subjects).

The final proposal takes some of these objections into consideration. The preamble of the requirement states that the objectives of the program in Humanities, Arts and Social Sciences are: "to develop: (i) skill in communications . . . (ii) Knowledge of human cultures, past and present . . . (iii) awareness of concepts, ideas and systems of thought that underlie human activities; (iv) understanding of the social, political, economic and legal framework of our society; and (v) sensitivity to modes of communication and self-expression in the arts." Whether or not the humanistically-inclined faculty will regard this language as sufficient remains to be seen; there were amendments proposed at the meeting of the faculty in February that would go far beyond this in specifying the areas from which the Distribution subjects could be drawn.

The debate here seems to be fairly basic: are humanities subjects the best way, or even the only way, to impart liberal education (or, in MIT's case, a liberalized education) to a student? The faculty members who have proposed the restriction of Distribution subjects to the humanities seem to feel that MIT students, given a choice between "The Western Tradition" and "Principles of Economics," will choose to take the social science course and ignore the "soft" humanities. There is a lot of justification for this idea; one could argue, for instance, that the sudden increase this year in freshman enrollment in Philosophy courses is due to the fact that two of the three philosophy courses offered for freshmen are "Logic, Language, and Science," and "Science and Philosophy." What right-thinking MIT freshman could pass up a chance to take some science with his Humanities?

The idea behind having a humanities requirement at all is to say that students need to be compelled to add a liberal-arts component to their education at MIT. Should this component be strictly liberal arts, or should a student be allowed to slip some math and science into it? The faculty members that have been pushing for the restricted Distribution subjects seem to feel that an added element of compulsion is necessary to make sure that students get the kind of education that

the Institute thinks they should have.

Most people would probably agree that no student should graduate from college without any cultural knowledge, knowledge of literature, history, or philosophy, or of any of the other liberal influences which the humanistic faculty would like to foster. But with increasing numbers of students coming to the Institute well-grounded in humanities from high school, is it really necessary to require that they take three or four more courses, as has been suggested in the past, in the same areas? And even if it is necessary that they have more education in values, are history, literature, anthropology, and foreign literatures the only fields that can impart that knowledge? I don't think that either of those questions have to be answered yes. Although the faculty's assumptions have been proven wrong in the past (for instance, the assumption that MIT students already know how to write — see the column to the left), I don't think that any more compulsion needs to be added to the structure of the Institute requirements. Hopefully, the committee that will be established by the new proposal will be able to regulate the list of Distribution subjects and ensure that MIT students do get a liberal education — hopefully without having them notice it.

Continuous News Service

## The Tech

Since 1881

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March 19, 1974

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# Letters to The Tech McCormick debate

To the Editor:  
The following letter is being distributed to all residents of McCormick Hall.

To the Residents of McCormick Hall:  
As you are now well aware, the members of the McCormick Judcom have lodged with the Dean for Student Affairs a series of complaints about our actions and attitudes as Housemasters of McCormick Hall. Please understand, it is every student's right to go to the Dean with concerns about Housemasters, and the Judcom members were acting within these rights when they brought the complaints to the Dean.

The specific content of these complaints should not be debated in open forum for a variety of reasons. We have now discussed the issues with the Judcom in an open and frank way. We have learned a great deal from these discussions, and we expect that there will be improvements in how we relate to the dorm in a number of different areas.

Many of you are angry about the manner in which Judcom collected the

complaints, and with the secretiveness which surrounded their actions. We would like to ask, however, that you temper your anger with respect for their courage in having pursued what has been to them a tense and difficult path. Judcom did not raise these complaints with malicious intent, but with a conviction that they were serving best the long term interests of the dorm. The reason the complaints went to the Dean's Office is that the complainants did not feel comfortable confronting us directly. This we understand and acknowledge. In fact, one of the complaints has been that we have been difficult to approach on certain subjects.

For this reason, we ask that all our efforts now be devoted to healing the rifts that have occurred, and that we attempt to put aside the personal rancor that the untimely article in *The Tech* and the accompanying disclosure of Judcom's efforts may have generated.

As always, we are available to anyone in the house for discussion of any problem.

Steve and Alice Senturia  
Housemasters, McCormick Hall

THE WIZARD OF ID

DON'T YOU SELL PENCILS OR SOMETHING?  
BLIND  
NO SIR... I DO IMITATIONS  
NO KIDDING!  
PLUNK  
PLUNK  
PLUNK

by Brant Parker and Johnny Hart  
The Wizard of Id appears daily and Sunday in The Boston Globe



# Letters to The Tech

## Feminism

To the Editor:

As a feminist, I have been heartened by the continuing news of various efforts to advance the roles of women at MIT. Likewise, when I received a request last year from the Sloan School to help them interest women and minorities in their 1974-75 Sloan Fellows Program, I was pleased to respond. I sent them the names of two young executives who I thought might be interested. Both are women; one black, one white.

Recently one of them said to me, "Thanks for giving them my name. Take a close look at the application form I just received." I read it; I didn't believe my eyes. It asked the applicant's marital status and then "If married, wife's first name - ." It asked for the applicant's father's name and occupation but asked nothing about the applicant's mother. Toward the end, it said "If married, please ask your wife to write her own statement regarding this program and moving to the Cambridge area." And finally, it asked for four references, one of whom should be "A person who knows you and (if you are married) your wife as individuals in the community."

Was this some sort of test to see how much more crap an aspiring career woman will put up with? Or, are the people who run the Sloan Fellows Program just insensitive and unaware? Or, was the whole idea to show the world the big welcome mat outside their front door while failing to note that the door was securely bolted from the inside?

John H. Holly

## Ellsberg lecture I

To the Editor:

Michael D. McNamee seems to think that one of the main flaws of the lecture given by Daniel Ellsberg was the way it was arranged by the Student Center Committee. His main complaint was the way the press was treated by the SCC. The SCC apparently decided that they were arranging a lecture for the MIT student body and not the world-at-large. The world has had ample opportunity to hear from and about Ellsberg. Subsequently, the press were not given front-row-center seats. To this, I say - fine! Too many times have I seen the press take up the best seats at concerts, plays, lectures, and other non-serious news events. These events are primarily planned for those people who come in person to experience them, not for the (admittedly much larger) group of people who read about the events the next week in a magazine. If a person goes to all the trouble of shelling out his own money for a rock concert (for example) and waiting in long lines, etc., then he should have at least the same chance of getting the best seat in the house as does some news reporter whose paper supplies him with a reserved ticket already paid for.

With regards to the front row reservations for SCC members at the Ellsberg Lecture, perhaps the head of that committee should consider making its goals even nobler by not only offering a freshman a chance at a seat (by refusing to play patsy for the press), but by offering a freshman a chance at the best seat (by refusing to grab it himself).

Finally, the only circumstances in which "special seating privileges" seem justified are 1) in the case of someone who has worked very hard to bring the event about and 2) when the event is newsworthy, in which case the press (or better yet, a single press representative) should have reservations. To allow one of these groups special privileges and not the other is rather hypocritical. Therefore, at the Ellsberg lecture, a few (3-5) good seats (not best seats) should have been assured for those SCC members most responsible for this lecture and for reporters from the campus newspapers (the only papers which could truly consider this event worthy of first-hand coverage).

Scott W. Roby '76

## Ellsberg lecture II

To the Editor:

Re Mike McNamee's article on the Ellsberg speech, in *The Tech* of March 15:

Certainly one of the legitimate functions of a journalist is to present editorial opinions on current events of interest to his or her readers, and we are not going to attempt to answer McNamee's incisive three-sentence analysis of Ellsberg's address. However, we would like to answer the blatant factual inaccuracies which are presented as to the audience's reaction to the speech, (inaccuracies which seem to have arisen in the heat of Mr. McNamee's personal vendetta against certain members of the SCC.) According to the article in question, "he left them yawning in the aisles." Evidently McNamee was so busy yawning that he missed the standing ovation lasting several minutes at the conclusion of the speech. Granted, a few people left during the speech, but this seems to be nothing unusual when one considers the tremendous time demands placed on many members of the MIT community - demands which often conflict with special activities. How many weeknight lectures have ever taken place at MIT without a single member of the audience having to leave during the lecture due to prior commitments?

As to the subject matter, supposedly "everyone" had read about the research Ellsberg spoke of in the previous week's issue of *Time*. However, when Ellsberg asked the audience how many were at all acquainted with the research, only a very few hands were raised (which makes one wonder how McNamee reached his conclusion and presumed to speak for the audience as a whole.) Consequently, a somewhat detailed explanation of the

pertinent aspects of the research was necessary in order for Ellsberg to make clear the very relevant and important implications this research had for the questions of authority and obedience which were raised by the Vietnam war, which, like the originally scheduled title, was "a topic that the releaser of the Pentagon Papers should certainly be able to address well." The "few" people that stayed for the question and answer period afterwards amounted to about half of the original audience, or about 500 people.

In sum, then, if McNamee wishes to express his disagreement with the way the SCC handled the lecture, that's certainly his privilege. He certainly had some legitimate grievances. But when these objections degenerate into childish frustration and vilification of a distinguished speaker, they are unpardonable. Whether or not one agrees with Ellsberg's political views, he certainly had many interesting things to say, and his remarks seemed to be very much appreciated by the vast majority of the audience.

Jim Adams '77

Steve Tobin '77

## Ellsberg lecture III

To the Editor:

The right to know, as Daniel Ellsberg spoke of it, is on privilege which remains essential to the upkeep of a truly democratic society. Unfortunately, I do not feel that Michael McNamee's column, concerning Ellsberg's MIT lecture (March 15), served the best interests of this liberty, or of those who support it. Your assertion that the lecture was a flop might have been a completely legitimate argument - if it had been supplemented by correct facts and well founded views. In your article I found neither.

Your "facts" are highly debatable. You write that "most of the back sections of the hall were sparsely populated at best, and lots of seats went begging," and go on to say that many people got up and left during the course of the lecture, and only a few stayed for the question-and-answer session afterwards. Though it is true that at lecture's beginning there were a number of empty seats in the back, many of these filled as Drs. Menand and Ellsberg gave their opening remarks; certainly, the crowd's size *increased*, and not decreased as the talk progressed. It was my observation that almost half the audience remained for the question period. So even using *The Tech's* conservative estimate of 1100, that still leaves 500 or so people, which seems to contain more than "a few."

Much more importantly, though, I am very concerned with the arguments through which you founded your conclusions. For instance, you speak of the lack of any "stirring address like the one he [Ellsberg] gave here three years ago." I ask you to reflect back to that speech Ellsberg made on the wake of his rise to national recognition. At that time he spoke to an overflowing crowd, receiving a standing ovation at his introduction; he spoke of what he had done, and why he

felt it was important. Think for a moment - perhaps the excitement then was indeed stirring, but was he relating a truly important or meaningful message for his audience to understand, or was he just telling an extremely friendly crowd what they wanted to hear? How could he know so soon what the significant effects or implications of what he had done would be? How could he know the true extent of what he had revealed?

You then speak of his lack of "memorable lines" and "interesting comments on current affairs." What true weight is there in memorable lines? - one lesson we should all learn from Richard Nixon is that such speech, laden with thick frosting, might well be just a glorification of nothing, or worse yet, a cover for something completely different. No, instead the importance should lie in what one believes, and asserts through well thought out argument.

You cite Ellsberg's explaining "the results of some behavioral research that everyone had read about a week before in *Time*, never coming within 100 feet of his topic." How can you be so shortsighted? The findings he spoke of were right in line with his whole point, with everything he argued in justifying his revealing of the Pentagon Papers. He couldn't have stressed the Milgram experiments enough - for I feel, especially in the light of today's dilemma of which Ellsberg spoke, that these are perhaps the most important socio-psychological findings produced in recent history.


I think your slanderous remark that Ellsberg's was a "rambling, ill-prepared address... that any bright 15-year old could have discovered" was an unfortunate one for you to make, especially since it seems that you have not achieved that discovery. For his argument was neither rambling nor ill-prepared, and was received at its close by a standing ovation - reflective, this time, of what Ellsberg had to relate, rather than of a "tribute to the appeal of a big name."

The tone of this rebuttal is admittedly harsh, but, I feel, rightfully so. For I am quite uneasy by what I read and see happening in our government. You were angered by the treatment of the press by the Student Center Committee judging from your argument, quite justifiably. But to let this overshadow the importance of the message I heard in Kresge Auditorium is sin.

Ellsberg's final point was that, allowed to hear the two sides of the coin from equally respectable sources, we are better able to judge authority. We would not then be blind to the direction in which we are being led, acting in the mindless manner so well depicted by Milgram. The Nixon Administration attempts to get around the right of which Ellsberg speaks, by keeping secret real intent and action. Thus, this is a crucial time for all of us to try to open up the eyes of those around us. Perhaps then, the Orwellian horrors, which Daniel Ellsberg describes as realities in today's government, will not re-occur.

Scott Cooper

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the Department of Urban Studies and Planning.

Tuesday, March 19

## ENERGY FOR LIFE

Tuesday, April 9

## THE NEXT TRANSFORMATION OF MAN

4:00 PM Lecture

- 6:15 PM Open Discussion

# Grad student funding "going up modestly"

(Continued from page 1)

House tutors, which encompass about 50 students who receive room and board in return for dormitory tutoring service.

The newly created energy traineeships offered by the National Science Foundation to 150 students at 15 institutions. These use federal funds to provide \$3600/year stipends plus tuition for graduate students in the energy field. "We just sent off a huge petition for some of those funds," said Sizer, "and we think we're in a pretty good position to get more than our share of them."

Sizer said that 80-85 percent of all graduate students at MIT financed their education one of these ways, but there are still problems. "What I'd like to see is more funding, frankly, for minorities," he said.

Sizer said black students "in general" had more trouble getting support. A black student "may have a very high IQ, but his actual record in competition is not that good," he explained, pointing to a bias in the standardized tests used to award many of the fellowships. Sizer added that funding problems persisted for women, too.

MIT does well in competition for grants, since it is rated number 1 nationally in engineering, number 2 in architecture, and number 6 in management. "We're playing the quality game," Sizer said. "We're trying to become the best in whatever we do."

# Leacock: what next for the film section?

(Continued from page 3)

more personal," maybe watching all the "little peculiar things we all do."

He has just made a film of "various friends eating soft boiled eggs," and another recent film involves himself taking a bath. "I'm interested in the subjects that you couldn't film when movies had to cost \$100,000," he added. "What was the subject mater of pre-photography painting?"

Documentary films are his main interest, and Leacock does not see himself as a movie fan. With both he and Pincus having started in documentaries, "there is a documentary bias here (the film section), but it is not total." He didn't think much of "The Exorcist," but added that it "sure as hell scares the hell out of you. But he (the director) had his fun, and he sure knows how to make money."

Leacock sees the film section as the "photographic, film, visual aspect" of the Architecture department. When asked about its inclusion in that department, Leacock noted that it "makes more sense than the Chemistry department."

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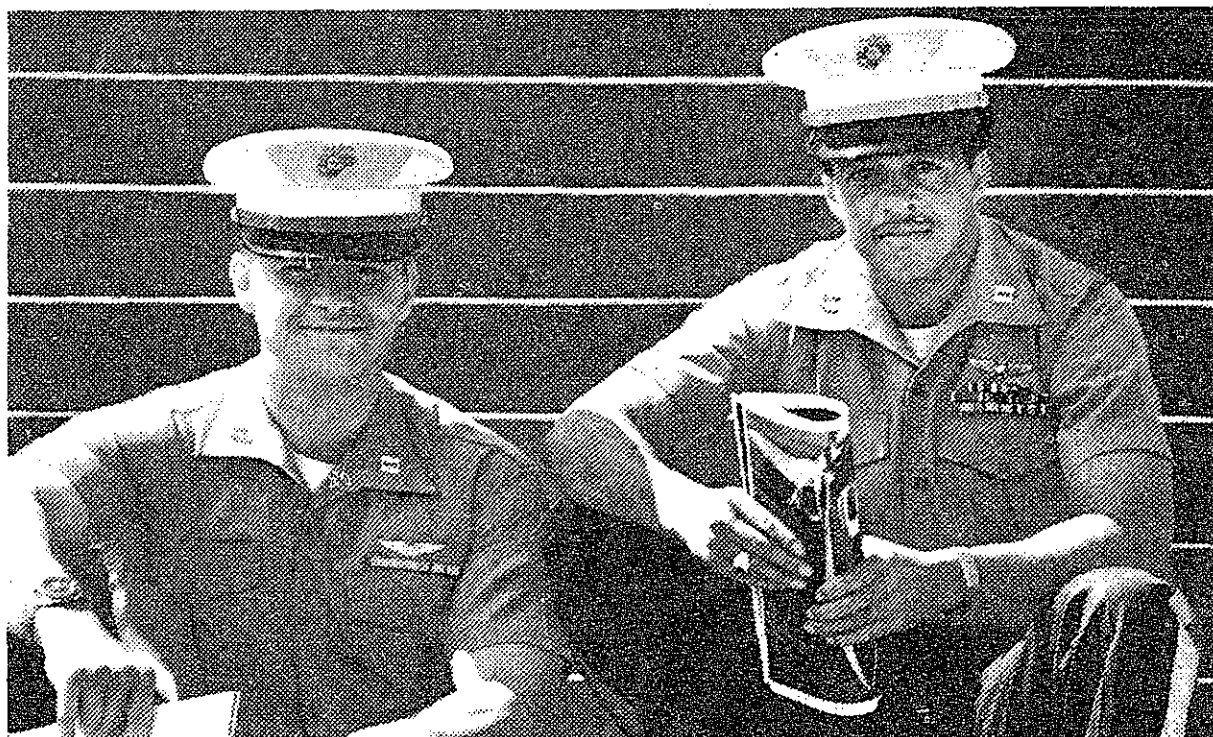
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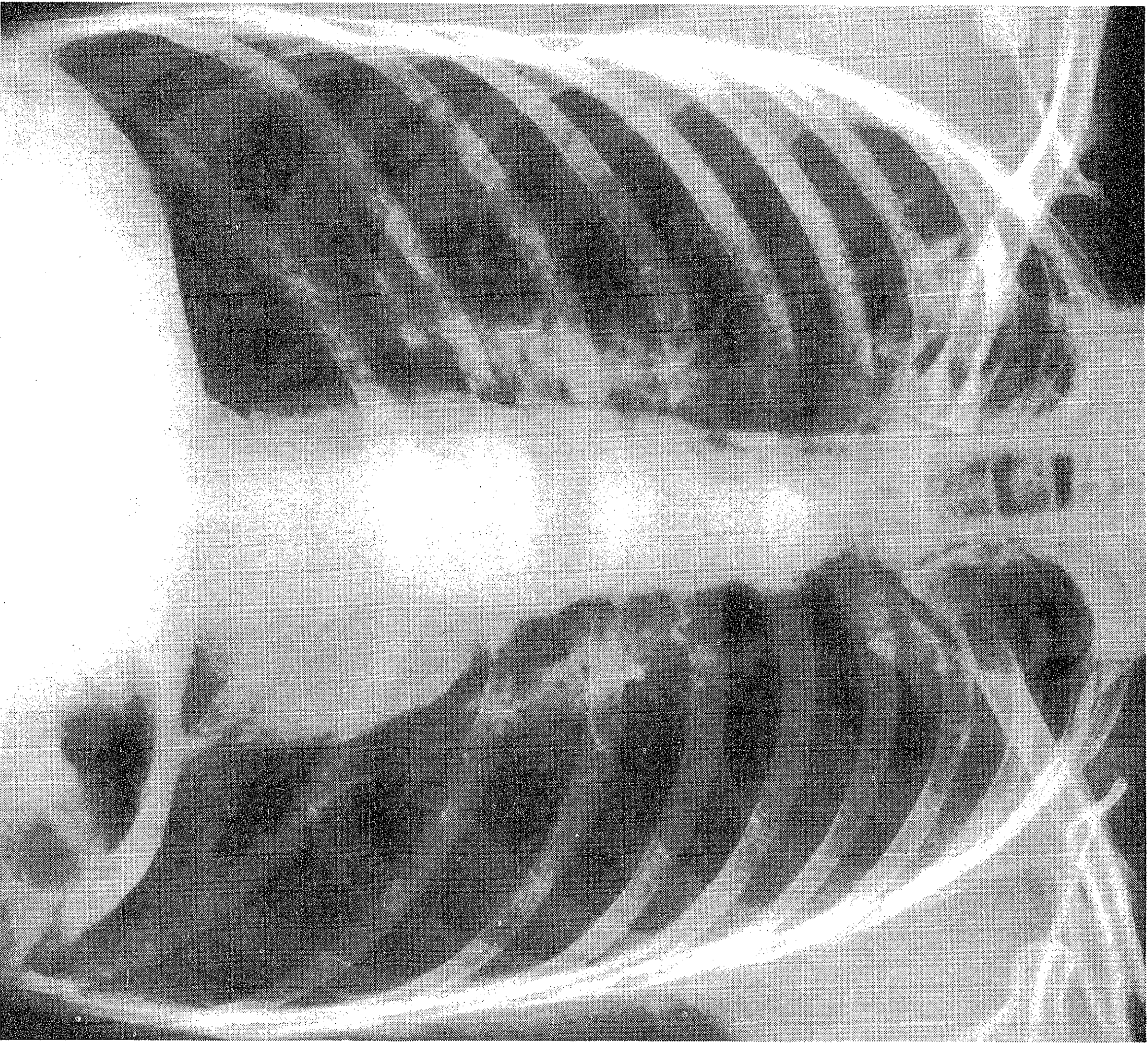
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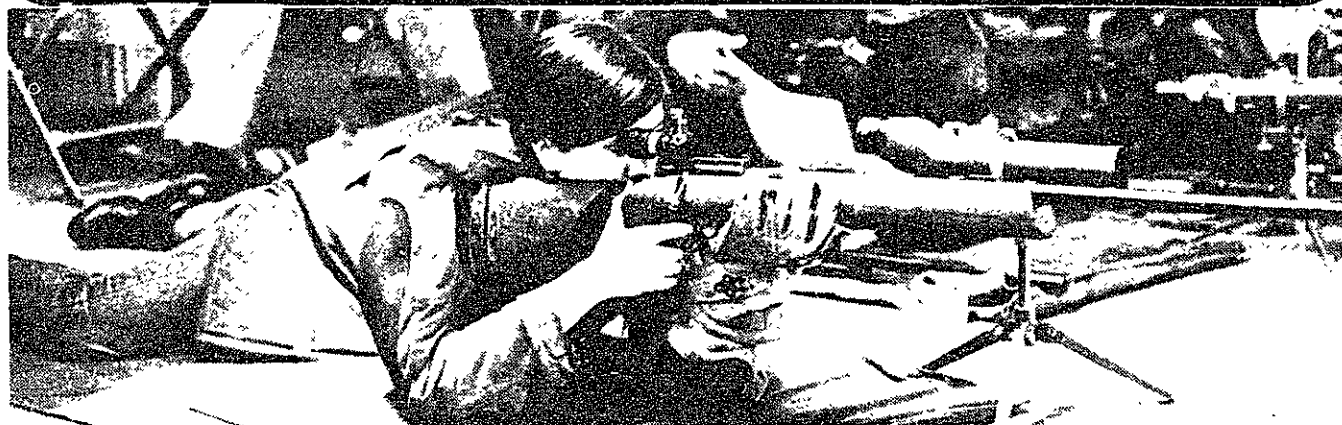
Researching and creating better x-ray films is good for our business, which is why we went into them in the first place. But it does our society good, too—which isn't a bad feeling. After all, our business depends on our society—so we care what happens to it.



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# Sports



Although unable to match the team scores of the University of Maine, MIT's varsity rifle team performed admirably in both the National Rifle Association sectionals and the New England College Rifle League finals held at MIT over the past two weekends.

MIT, with scores of 2073 and 2047, finished far behind Maine's 2208 in the NRA competition. Jesse Villagran '77 was the Engineers' bright spot in the eleven team field, finishing fifth among individual shooters with 544 points.

Villagran was at his best in the New England League competition, heading the field of individual shooters with a total of 276. Glenn Graham '77 was narrowly edged for second, turning in a fine total of 274. MIT's team score of 1054 marked a noticeable improvement over earlier season marks.

## MIT road racing team secures a sponsor; preps for '74 season

By Jeff Colbert

The MIT road racing team is looking forward to the 1974 racing season optimistically since the team will finally have a sponsor to help them meet expenses.

The Burger King Corporation has agreed to provide the team with funds to meet its budget. Atamian Ford will sell the team parts for their two Ford Pintos at cost. In addition, Semperit tires will be purchased at ½ cost through the tire corporation's New England Distributor.

"The sponsorship will allow us to continue our past level of involvement, which included 24 starts in 17 races last year, in spite of increased costs," said Auto Club President Dave Ziegelheim '75.

Because of the high costs involved in maintaining race cars, sponsorship has been an integral part of auto racing for many years. The sponsor receives publicity and advertising in return for money, parts, or

services. The MIT team's sponsorship is the result of a five month long drive by Joel Bradley G, the team's sponsorship chairman.

The road racers hope to augment their racing with instrumentation to improve evaluations of the drivers, cars, and tires. Information will be gained by timing the car's performance on specific sections of the tracks, and by obtaining plots of speed and lateral accelerations around the track.

Although the gas shortage has severely cut back on recreational driving, the team foresees only minor inconveniences. The sanctioning organizations will probably provide gasoline for competitors at the track, and arrange for nearby gas stations

to be open. The number of separate race events have been reduced by 25 percent.

The road racing team is part of the MIT Automobile Club, the oldest college sports car club in the nation. The team is now in its third year and has been the New England Intercollegiate Road Racing Champion for two consecutive years against minimal competition. The team also holds two track records and has started from the pole position five times in the highly competitive showroom stock sedan racing category.

The road racers' season will begin on April 27. The race, part of the New England Road Racing Championship, will be at Lime Rock Park, in northeastern Connecticut.

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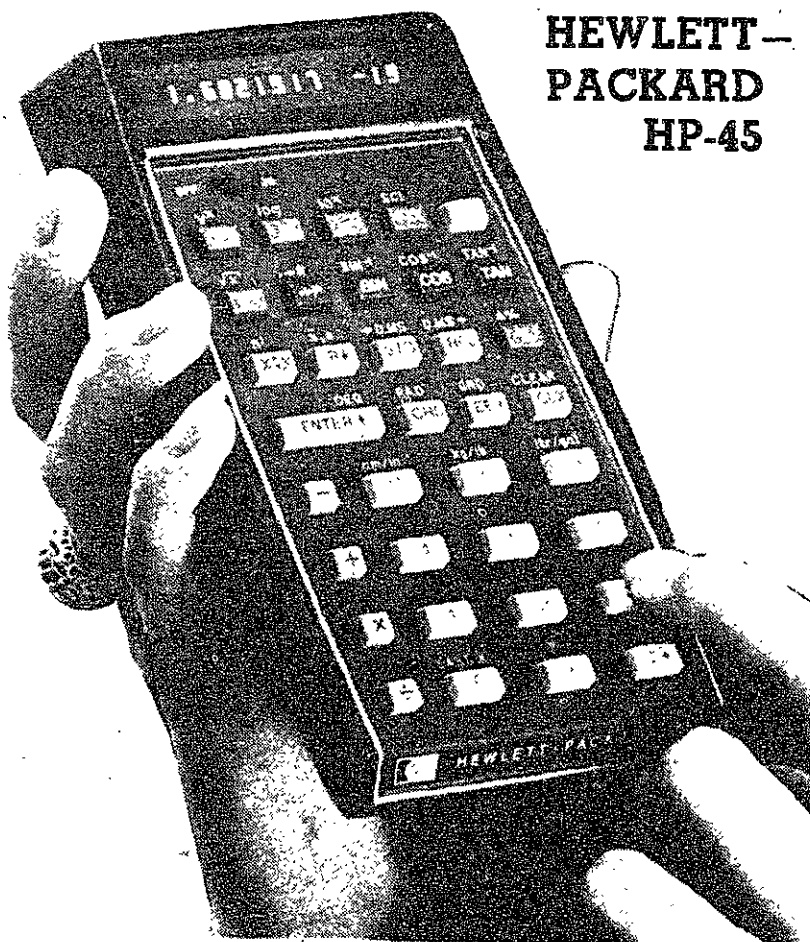
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